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ABSTRACT

This handbook is designed for school administrators, teachers, parents, and community groups who are interested in establishing a bilingual education program in their school. Since it is intended to be a practical, step-by-step guide to bilingual education, the handbook emphasizes the process of developing a program, pointing out alternatives available at each stage. The guide is organized into four chapters: (1) Deciding: Introduction; Considerations on Bilingual Education; The Planning Checklist; (2) Planning: The Planning Committee; The Needs Assessment; The Program Aims; The Program Design; (3) Organizing: Student Selection; Student Grouping; Curriculum Development; Staff Selection; Staff Training; Materials, Facilities, Budgets; (4) Operating: Pretesting; Methods of Instruction; Parent and Community Involvement; Dissemination; Evaluation. The appendix consists of a guide to sources of information and materials. A selected bibliography concludes the handbook. (CLK)

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A Guide to the Development of

BILINGUAL EDUCATION PROGRAMS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

During the last decade, bilingual education programs have grown rapidly throughout the United States. Increasingly, school districts and local and state governments have undertaken the responsibility for supporting these programs. This has led to the need for greater knowledge among local educators and community members on how to develop and implement a bilingual education program.

The Board of Education of the City of Chicago is currently operating over eighty bilingual education programs in its elementary and secondary schools. This means that approximately one in eight of the public schools in Chicago has a bilingual program. Since Chicago has large numbers of residents from Mexico, Puerto Rico, and Cuba, most of the programs are Spanish-English. However, programs in Greek, Italian, and Chinese have been funded and proposals have been made for programs in other languages.

This handbook shares with others interested in starting programs in bilingual education the experience of Chicago's administrators, teachers, parents, and community members in developing and operating these programs. We hope that we have provided a flexible set of guidelines for this process, and we encourage others to modify or adapt our ideas and suggestions to suit their particular local requirements and interests.

James F. Redmond
General Superintendent
of Schools (Acting)

PREFACE

Educators, parents, and community members who are interested in bilingual education today can find a wealth of materials on most aspects of it: philosophy, goals, objectives, problems, and theories. Very little information, however, is available on how to start a bilingual education program. It has been our purpose to help meet the need for this information.

Each school can best determine the most suitable program for its students. While many of the suggested processes are drawn from the bilingual education activities implemented in the Chicago public schools, we recognize that other school districts may have different needs, policies, and procedures. Therefore, we have attempted to point out all the practical alternatives wherever possible.

If our experience has given us some ideas worth sharing, it has also given us a perspective of bilingual education which is no doubt reflected in these pages. Most bilingual programs in Chicago are Spanish-English, which may have influenced certain instructional ideas. Most programs are funded by federal or state agencies, which have particular requirements. Some of these may also be reflected here.

A more fundamental bias is our conviction that the ability to speak two languages is an asset to an individual. It is ironic that the United States, a nation largely of immigrants and their descendants, is one of the most monolingual countries in the world. In recent years, a growing interest in cultural heritages has stimulated an increased interest in bilingualism. Bilingual education provides a unique opportunity for

learning not one, but two languages. We would encourage all schools establishing bilingual programs to take advantage of this opportunity, but recognize that in some situations a program to help students make a transition into the cultural and linguistic mainstream may be preferable.

Whichever approach to bilingual education is taken, we hope that the ideas and suggestions presented will help to simplify the process of establishing a program in bilingual education.

This book was made possible by a grant from Right to Read, U.S. Office of Education, of the Department of Health, Education, and Welfare (OEG-07-72-5328). Thanks are due to the many persons in Administrative Area C who gave their time and ideas to this work, particularly to Robert Alexander, acting head teacher of the Juan Morel Campos Bilingual Center; Mary Potocki, curriculum resource teacher; Vinicio Reyes, bilingual education staff assistant; and John Wall, ESL resource teacher. We are grateful also for the contributions of staff in the departments of Curriculum and Government Funded Programs.

Chapter One

DECIDING

Introduction

This handbook is designed for school administrators, teachers, parents, and community groups who are interested in establishing a bilingual education program in their school. Since it is intended to be a practical, step-by-step guide to bilingual education, the handbook emphasizes the process of developing a program, pointing out the alternatives available at each stage. In doing this, several questions are posed. How do you decide if you should have a bilingual program? How do you identify your needs and problems? How do you plan a program to meet these problems and needs? How do you organize a bilingual education program? Finally, how do you operate a bilingual education program?

Definition:

Before taking up the first of these questions, it may be best to define certain terms as they are used in this book.

Bilingual education: Teaching two languages and using them as mediums of instruction in any or all parts of the curriculum. Since language is inextricably bound to culture, the study of both cultures is integral to bilingual education.

Bilingualism: The ability to understand and communicate in two languages.

Monolingualism: The ability to understand and communicate in only one language.

First language: The language learned first, the "native" language. It is usually the individual's dominant lan-

guage, except in the case of the person who learns one language at home, but - living in a community that speaks a different language - prefers the latter.

Second language: The language acquired later. In bilingual education, it is the "target language."

Dominance: The area of greater language proficiency. An English-speaking person with limited ability in Spanish is English-dominant.

X: An arbitrary symbol used to designate the language other than English used in a bilingual program.

Culture: The entire complex of language, history, beliefs, customs, arts, and values of a racial, national, or social group.

Biculturalism: The understanding and appreciation of two cultures, and the ability to function easily in either one.

Community: The group or groups of people with which the students live. In developing a bilingual program, the community comprises the people living in the area and the parents of the students.

Considerations on Bilingual Education

Bilingual education is a unique, positive approach to education that can offer several valuable contributions to a school.

It can enable all students - both English-speaking and non-English-speaking - to become bilingual and bicultural.

It can improve relations between members of different cultural groups and thereby promote harmony in the school and community.

It can enable non-English-speaking students to achieve in all subjects commensurate with their peers, through instruction in both languages.

It can increase students' self-image, self-confidence, and sense of cultural identity.

It can increase the support for, and participation in, school activities by the parents and the community.

Any school that has a group of students who speak a language other than English should consider establishing a bilingual education program. However, before proceeding to develop a program in bilingual education, you must determine if such a program will meet the needs and desires of the students and the community. Several factors must be considered:

Does your present educational program meet the students' needs?

If you have an English-as-a-Second-Language program, does it completely meet the educational needs of the non-English-speaking students?

Do your students need an enrichment program to meet their cultural and linguistic needs?

Are the administrators and teachers responsive to the students' needs?

Are the administrators, teachers, staff, and community committed to the philosophy of bilingual-bicultural education and willing to work to make the program successful?

A successful bilingual education program will likely have the following characteristics:

It develops the student's self-image, self-confidence, and pride in his cultural heritage.

It recognizes that bilingual education is essentially bicultural because of the in-

DEVELOPING A BILINGUAL EDUCATION PROGRAM

A Checklist of Tasks

Chapter	Task	Performed by	Dates	
			Start	End
ONE - Deciding	1. Decide if a bilingual program is needed			
TWO - Planning	2. Establish a planning committee 3. Conduct a needs assessment 4. Develop and publish program goals and performance objectives 5. Design the program			
THREE - Organizing	6. Establish criteria for selecting and grouping students 7. Choose the type of curriculum to meet program goals and objectives 8. Specify staff requirements 9. Plan a staff development program 10. Find appropriate facilities 11. Develop a budget for the program 12. Obtain program staff 13. Conduct staff preservice training 14. Select and order, or obtain, materials and equipment			
FOUR - Operating	15. Pretest, group, and schedule students 16. Begin instruction 17. Conduct inservice training of staff 18. Continue community involvement and set up advisory council 19. Disseminate information on program 20. Evaluate program regularly; modify as needed			

separability of language and culture.

It initiates learning in the dominant language of the student in order to build on what the student already knows.

It maintains and further develops the dominant language of the student.

It develops proficiency in a second language.

It uses both languages to instruct students in the content subjects: mathematics, science, social studies, art, music, health, and physical education.

It is regarded as an integral part of the regular school program in order to create a climate for integration and cultural exchange among the students and staff.

It encourages community leaders and parents to take an active part in planning, implementing, and evaluating the bilingual program.

In discussing the desirability of a bilingual education program, it is recommended that community members and parents of potential students be involved.

The Planning Checklist

The first step in developing a bilingual education program is to draw up a list of the tasks or steps involved. Although several steps will occur concurrently, the checklist should be approximately chronological in order, with space for indicating which individual or group will be primarily responsible for performing each task, and the proposed beginning and estimated completion dates.

The sample checklist on page 4 could be used, with modifications, for most bilingual education programs. If you intend to seek special federal or state funding for your program, your checklist will need to conform with the regulations, guidelines, and time line of the

funding agency; and you will have to include a step for writing your proposal for funding.

The following chapters discuss the various steps or tasks on the checklist, pointing out particular problems and considerations, and offering ideas for dealing with them.

Chapter Two

PLANNING

Once you have decided to establish a bilingual education program, you need to determine exactly what the educational needs and problems are and to decide what kind of bilingual program will best serve the needs of the students and the desires of the parents and the community, consistent with personnel, financial, and physical resources of the school.

The Planning Committee

A planning committee is vital to the success of a bilingual program since, if properly established, it will represent all people directly affected by the program. Members should include school administrators, teachers, paraprofessionals, parents of potential students, representatives of the community, and - in the case of a high school program - students. The establishment of this committee will provide three major advantages:

The people whom the program is to serve will be able to express their attitudes, needs, and desires.

Crucial decisions will be made - and supported - by all involved groups.

Responsibility for the success of the program will be shared by all.

If the planning committee performs its tasks - identifying needs and problems, designing a program to meet them, and helping marshal the resources for implementation - the chances for the program succeeding are high.

In organizing a planning committee there are two important considerations. First, is there representation from all people who would be affected by the bilingual program? Second, are the community members genuinely interested in working on the committee? Additionally, it must be made clear that such service will require considerable time and effort on the part of the participants.

The committee should represent all interested groups without becoming so large that planning and decision-making are impeded. Initially, as many interested community members as possible should be involved. Later, a small working committee could continue planning.

The planning committee should have specified responsibilities. These may include: participating in a needs assessment of the students and teachers; surveying the needs and problems of the community; studying the educational and other services already offered in the community; determining the desirability of a bilingual program within the local community; and participating in planning and organizing the bilingual program.

The Needs Assessment

The first concern for your planning committee will be to determine exactly what purpose the program is to serve. This means that it must conduct a needs assessment, to determine both the problems and the educational needs of the students, the teachers, and the parents.

Characteristics

From the outset, the planning committee should keep in mind the objective of a needs assessment: to identify special linguistic, cultural, and academic needs of the students and teachers and to determine the extent of the need. Since the parents and community are an integral part of the program, your needs assessment

should also seek to discover the needs they regard as important.

Needs assessment involves three stages: determining the target characteristics (e.g., reading ability in English); establishing standards of performance for each characteristic; and determining the extent to which the target students meet or exceed the standards. If the standard is surpassed, enrichment can be proposed as part of the bilingual program. This, of course, does not preclude having both special and enrichment activities in one program for different students.

Information Sources

The several sources of information for your needs assessment may be classified into two categories, informal-subjective and formal-objective. The first category includes communications from students, teachers, administrators, parents, and community members. The second includes such formal documents as census data, government, school and community reports, and student test data and school records.

Procedural Steps

In order to determine which students need bilingual education, available surveys, statistics on dropouts and failures, standardized test scores, questionnaires, and interviews should be used. The planning committee should determine the total number of elementary or secondary school students in the project area; the number of students by grade and school whose first language is not English and those whose first language is English; and, in communities where several languages are spoken, the number of students in each X-language group.

Next, standards of performance for the specific content areas and skills should be established for particular ages and grades. The following questions would provide useful statistics: How many students speak English proficiently? How many speak X proficiently? How many read English at grade level? How many read

X at grade level? How many have had most of their education in X? How many in English?

At this point decisions can be made as to whether there are enough English-speaking and X-speaking students to warrant a program, the extent to which their needs are already being met by existing programs, and the opportunities for enrichment activities.

Sociocultural Setting

The community itself may have problems and needs which affect the adult and student residents. Therefore, though not an integral part of a needs assessment, a community survey might be a useful addition to it, for planners and educators alike. It could include such questions as the following:

How many non-English-speaking families are there in the community? How many English-speaking?

Are there enough jobs within the community?

How many families are without adequate housing, clothing, and income?

Is there great mobility in the community and, if so, why?

Are there adequate recreational facilities?

Is there interest among the adults in classes in consumer education, English-as-a-Second-Language, and home economics, or field trips?

Answers to these questions could give indications of the basic problems of the community and ways to involve the community in their solution.

Besides identifying needs and problems, the planning committee should place them in a priority order, determining which are more important, which less. This process will greatly simplify making other decisions.

The Program Aims

If, after serious consideration and discussion of the identified needs, you and your community decide to develop a bilingual education program, the next step can be undertaken, that of planning a program that will best meet these needs. In doing this, several questions will have to be answered.

Who will participate in this program (staff and students)?

What are the specific goals?

What behavioral objectives will achieve the goals?

What activities will help to accomplish the objectives?

What staff development will be needed?

Have you educated the community in the rationale for bilingual-bicultural education so that they can provide support and assistance?

What type of program are you planning?

Extent of the Program

Although your program is likely to start at the pre-school or primary level, it will be necessary to have long-range goals in mind, and to view the educational process in perspective. Once begun at the primary level, with instruction in the dominant language, the program might well continue at least until grade 12. The ideal would be to provide a continuous program. However, this may not always be possible. Therefore, it is suggested that the school district authorities make provisions for continuation in another bilingual program in order to provide the students with the opportunity of becoming truly bilingual and bicultural.

If it is decided that there are enough students who could benefit by the activities of a bilingual program, who

are not already enrolled in some other program which meets their needs, then the grade and age levels of the students for the prospective bilingual program must be determined. The grades with the most students in need of a bilingual program can be given priority. Later the bilingual program can be expanded to include other grades in order to provide a complete bilingual education program.

Goals

Program goals are the long-range expectations of achievement for all students in the program. They are directly related to the needs and problems identified by the needs assessment. Although each program will have its own goals, it may be helpful to present here some typical goals used by other bilingual education programs. (The following were developed by the Bilingual Education Section of the Office of the Superintendent of Public Instruction, State of Illinois.)

Students will achieve fluency and literacy in two languages.

Students will achieve at a rate commensurate with their own age, ability, and grade level in all subject areas.

Students will demonstrate growth in self-esteem.

In order to achieve these product goals, the following process goals are recommended by OSPI:

Students will be provided with an integrated learning environment through effective coordination with the regular school program.

All teachers and staff members will be involved in a comprehensive inservice training program.

Parents and other community members will be involved in the planning, implementation, and evaluation of the bilingual program.

The planning committee should be responsible for refining the program goals, insuring that the priorities established on the basis of the needs assessment are reflected in them.

Objectives

Program objectives are the short-range expectations of achievement by students and staff. Although your planning committee will need to develop the specific objectives for your program, it may be helpful to point out some general concerns for developing these objectives.

Content Areas for X-Dominant Students. Bilingual programs are designed to eliminate the lag in the conceptual growth of X-dominant students, by using the students' first language as the medium of instruction in content subjects. X-dominant children should be able to learn content at least at the same rate as the English-dominant students of the area, assuming there is a balance of such factors as socioeconomic status, family stability, and parental attitudes toward schooling.

X-dominant students in the bilingual education program should achieve at the same rate in the content subjects as do students in the regular program. Since X-dominant students in a regular program are likely to be achieving below their potential, both their rate of achievement and overall achievement should significantly increase in a bilingual education program.

English Language Arts for X-Dominant Students. Within a period of two years, it is reasonable to expect that the X-dominant student will be able to communicate orally in English and will develop a positive attitude towards bilingualism. Through formal instruction and contact with English-dominant students, the X-dominant students should acquire a command of spoken English that will enable them to use it with their English-speaking peers.

Another objective for X-dominant students in a bilingual program is to gain understanding and appreciation of culture and values of the English-speaking society, at

the same time developing their pride in their own cultural heritage.

X Language Arts for X-Dominant Students. The X-dominant student will study his own language and culture. Reasonable expectations in these subjects depend largely on the education he may have received in his native language arts. However, there are certain language arts skills and concepts that must be presented and learned. These include the development of listening, speaking, reading, and writing skills.

The X-dominant student comes to a bilingual center equipped with a much greater vocabulary in X than in English. With highly phonetic languages such as Spanish, Italian, and Portuguese, a non-reading student can be taught the basic word attack skills and phonics in one school year, much quicker than those for English. These skills can then be refined and the vocabulary expanded. Generally, reading skills in X should be learned before English reading skills. The X-dominant student must also learn to write his first language clearly and correctly.

Content Areas for English-Dominant Students. Achievement of the bilingual education program's English-dominant students in the content subjects should be equivalent to that of the students in the regular program for an equal amount of time devoted to these subjects. Because the bilingual education program normally involves additional resources for students, English-dominant students frequently achieve more in the content subjects than they would in the regular program.

X Language Arts for English-Dominant Students. English-dominant students can be expected to understand and speak the X language fluently within three years, provided children of both language groups are integrated in class and social activities for at least half of the day. Reading and writing skills in X can reach the third to sixth grade level in three years, depending on the student's age and English reading achievement.

English-dominant students should acquire understanding and appreciation of the X language, culture, and values. They can also be expected to share their cultural heritage with X-dominant students. This mutual exchange of culture is what makes a bilingual program bicultural.

English Language Arts for English-dominant Students. The English-dominant students should continue to receive their regular English language arts instruction. Achievement in English language arts for English-dominant students in a bilingual evaluation program should be equivalent to that of students in a regular classroom.

The Program Design

Once you have identified your students' most important needs and defined the program's goals and objectives, your next step is to create a program design. Five questions need to be answered at this point:

What type of program will be most suitable?

How much time will students spend in the program?

How will the program be staffed?

How will the two languages be taught and used?

How will the students' progress and the program's effectiveness be evaluated?

In choosing among the various options, the planning committee will need to make certain that the elements selected constitute a coherent design appropriate to your identified needs, goals, and objectives, and consistent with the aims of bilingual education and the requirements and practices of your school or district.

Type of Program

Essentially, there are two types of bilingual education programs, distinguished by their primary purposes. The *transitional* program is intended to enable X-dominant students to move into the linguistic and cultural mainstream as quickly as possible. X language arts are taught as a basis for learning English. Initially, the teachers use X as the major language of instruction, but gradually they rely more and more on English, until X is phased out. Once the student is prepared to function successfully in the regular classroom, he leaves the program. Although the students may become bilingual, they do not continue using X in their school work.

The transitional program is appropriate for certain situations, particularly where students will be in a bilingual education program for a limited period and will then enter a regular program. For instance, in planning a bilingual education program for an elementary school, will your students be going to a high school lacking a bilingual education program? If so, a transitional program may be preferable.

The purpose of the *maintenance* program is to enable all students to learn in both languages and to become bilingual-bicultural citizens. Both languages and cultures are given equal importance as subjects throughout the program and both languages are used equally as mediums of instruction. In a maintenance program, the students remain in the program throughout elementary school; ideally, they would continue in it in high school.

The maintenance program is recommended for situations where continuity through the grades is possible. It is also recommended when the school and the community believe that students should maintain their native language and cultural heritage while learning a new language and culture. The deciding factors in selecting program type are what the students need, what is possible in your particular school system, and what the parents and community want.

Amount of Program Time

The choice here is among three options: full-day, half-day, and tutorial. In a full-day operation, students spend all their time in the program, receiving instruction in all subjects. This option is feasible only if you can find enough qualified bilingual-bicultural teachers. It does have the advantage of providing a comprehensive bilingual education.

In a half-day operation, students either spend part of their day in special bilingual classrooms, or the bilingual teacher comes to the regular classrooms for a portion of the day. In the latter case, team teaching is possible. Use of the half-day approach means that twice as many students can be served as in a full-day operation.

In a tutorial program, a bilingual teacher works with small groups of students, either in the regular classroom or in a special room, for a limited amount of time each week. Although small-group tutorial instruction may be more intensive, it is limited in the number of students it can serve and in the extent to which they can be served.

Regardless of the amount of time students spend in the program, it is important to make sure that students of both cultural groups have frequent opportunities for being together, both academically and socially. In the full-day program, it is important to make certain that X-dominant students do not spend most of their class time isolated from English-dominant students. Methods of achieving this integration should be a particular concern of the planning committee during the planning phase.

Staff Organization

The alternatives in staff organization are team teaching, departmental instruction, and self-contained classes, or a combination of these. Often the choice is determined by the abilities and specializations of the available staff. If you can obtain bilingual teachers certified in

elementary education and experienced in teaching all elementary school subjects, the self-contained classroom is an acceptable alternative. However, you are likely to have difficulty finding a sufficient number of these teachers.

Team teaching is a common approach in bilingual education programs, particularly in half-day programs. Frequently, a bilingual teacher is paired with a regular classroom teacher, supplemented by teacher aides. This can be done in either a self-contained classroom or an open classroom. Before choosing this alternative, the staff's compatibility and willingness to share responsibility and authority should be considered. If your teachers' abilities are diverse enough, teams can be set up for each subject, combining team teaching with a departmental approach.

If the teachers are mainly subject specialists, the departmental approach may be preferable. However, the age of the students should be considered. Generally, this approach works better with older students in the upper elementary grades. Younger children are usually better served by self-contained or open classrooms.

Language and Instruction

Several decisions must be made with respect to the two languages of the program. In the language arts classes, four options exist:

One language can be taught exclusively.*

One language can be taught first and the other introduced later.

Both languages can be taught simultaneously and equally.

Both languages can be taught simultaneously with emphasis given to one.

*However, this would not be a bilingual program, but a program in English as a second language or X as a second language.

In deciding how to use the two languages as mediums of instruction for all subjects, the following options are available for each subject:

Use one language exclusively.

Use one language primarily, giving special terms in the other.

Use both languages at all times.

Use one language initially and gradually introduce the other.

In the last case, by the end of the year the class would be conducted either entirely in the second language or bilingually. In any case, a decision on when and how much to use each language will have to be made for each subject and class.

Before finally deciding which language to use for teaching which subjects, it is advisable to investigate the degree of transference of learning from one language to another. Informal studies conducted in Chicago in Spanish and English suggest that transference occurs more easily for some subjects than for others. Not enough study has been done in this area, however, to predict the best choices for each subject. Furthermore, transference is likely to be different for different X languages, so each program will need to conduct its own tests. If the results indicate limited transference in a subject, the program design should be modified.

■ *Evaluation Plan*

The evaluation plan itself is not part of the program design. However, it is important to decide how the students' progress and the program's effectiveness will be measured. Evaluation conducted at regular intervals throughout the year can be especially helpful in pinpointing weaknesses in the program design, permitting early correction of problems.

Since evaluation is a technical field, it is recommended

that you obtain the services of a professional evaluator, both for the planning phase and during the operation of the program. He can provide expert advice on selecting test instruments, establishing or adapting norms, scheduling and administering tests, and analyzing and interpreting results. (Further discussion of evaluation can be found in Chapter Four.)

It is evident that the best choice in one part of the program design will be contingent upon your choices in other parts. The needs, goals, and objectives you have previously determined, and the desires of your community, will also influence the design of the program.

Once the program design has been completed, you are ready to begin organizing your program. Planning, however, does not stop at this point. Each step may suggest changes in previous steps, and you should be prepared to refine the program's elements as necessary.

Chapter Three

ORGANIZING

Once it has identified the needs and problems of the students and proposed a solution, the planning committee is prepared to undertake the next series of tasks: establishing criteria for selecting and grouping students, developing a curriculum of study, determining staff selection criteria, planning a staff development program, choosing facilities and materials and, finally, planning a budget.

Student Selection

Your work in assessing needs and determining the program's goals and objectives will provide a basis for identifying the target group of students. These students will fall into four categories: a) X-dominant, bicultural; b) X-dominant, monocultural; c) English-dominant, bicultural; d) English-dominant, monocultural.

The criteria used for selecting the students who will participate in the program will be greatly influenced by the number of target students and more particularly, by the number of applicants. The more applicants, the more selective the program can be. The most common criteria used, either singly or in combination, are the following:

Selection by greatest need, as indicated by test results in English or X, or by teachers' recommendations.

Selection by quota, to achieve a desired proportion of different groups (the planning committee would have to decide on the desired proportions).

Random selection from a list of surnames.

Open enrollment, up to the limits of class sizes.

Use of such limiting factors as social or emotional adjustment.

The proportion of X-dominant to English-dominant students will depend upon your particular situation and program. However, it is advisable to include at least 20 percent English-dominant students, so that English will be needed socially, and informal cultural exchange between children will be stimulated. This is especially true for programs that are housed apart from the regular school program.

Procedures for applying criteria vary, but the best is a personal approach. Applications will be needed to get information about the student's age, grade, and academic performance. More important, however, will be an interview with the student and his parents to explain the program and its goals, and to stimulate and judge the student's interest in the program. If an operating bilingual education program is accessible, a visit by the prospective student and parent could be helpful.

Bilingual education is not universally understood or accepted. People need to be informed about the educational benefits of bilingual education and of your particular program. This is also true of administrators and teachers in the regular school programs. Consequently, you should first explain the program to the regular school staff, then talk with the students. Regular classroom teachers can be given applications to fill out for interested students. Based upon these applications and the student interviews, selection can be made and parent interviews scheduled. If, after the interview, the parents give their written consent, the student could be enrolled in the bilingual program.

Student Grouping

Once the criteria for selecting students have been developed, and the program participants chosen from the target group, the planning committee should select a method of grouping students for instruction (in effect, setting up the classes). Bilingual education programs have a special student population which should be grouped and taught in a different manner than the regular student population. Therefore, grouping by grades is not recommended. Several other methods of grouping are possible, depending upon the program's goals, objectives, staff, facilities, and, most importantly, the students' characteristics.

Grouping for Individualized Instruction

This method of grouping students is founded on the principle that instruction should be based upon the individual's needs, abilities, academic status, interest, emotional stability, or physical maturity. Students with identical or similar needs, abilities, academic status, or other characteristics are assigned to instructional groups.

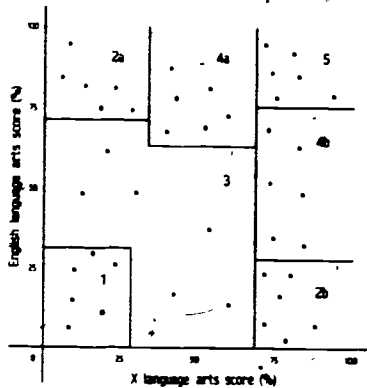
Grouping for individualized instruction is somewhat more complicated in a bilingual classroom than in a regular classroom, because of the additional variables involved: English language skills, dominant language skills, ethnic identification, and biculturalism.

Individualized instructional grouping for bilingual programs, however, is not difficult if done methodically: identify the variables, objectives, and standards of performance; locate the status of each student in terms of the variables; divide students into homogeneous groups; and adjust instruction to fit each group.

Grouping by Bilingual Ability

The students selected for participation in the bilingual education program are likely to differ from each other in their language arts skills in both their first and

their second languages. The variations in skills in both languages can be used as the basis for grouping students. The following method is suggested:



- A. Obtain measurements of each student's level of achievement in each language.
- B. Set up a graph, using English and X language arts scores as the axes. (See diagram.)
- C. Plot the position of each student, according to his test scores in English and X.
- D. Subdivide the graph into groups of reasonable size.

In the illustration, there are seven groups: Group 1 is the least bilingual, Group 5 is the most bilingual. All seven can be housed in the same classroom and provided appropriate activities, or can be distributed to several classrooms. The choice will depend upon the program's goals, personnel, and facilities, and on the sizes of the groups.

Grouping by Bicultural Interest

The same procedure described for grouping by bilingual ability may be used for grouping according to bicultural understanding, values, and attitudes, except that the measures will be of interest, not of language skills. Few objective measures are available. Two indices of biculturalism are the number of years in the country of the second culture, and the number of years of schooling in the country of the second culture. These could be used as the axes for the graph, but each cultural group must be plotted on a separate graph.

Academic Achievement and Cultural Background

These variables are important in planning the instruction. Teachers should be aware of each student's levels of achievement and cultural background. However, grouping on the basis of these factors could cause or-

Curriculum Development

ganizational and administrative problems. For example, grouping by achievement in content would require re-grouping for each content subject. Students would be changing groups after each period. While this is done in high school, it is usually not workable in elementary schools. On the other hand, if students were grouped by cultural background, linguistic and cultural integration would be drastically reduced, and one of the prime values of bilingual education negated.

A bilingual education program should include: the study of both cultures, their histories, and values; the use of both languages as mediums of instruction; the teaching of both languages as first and second languages; and the integration of students from both cultural groups. Consequently, the program must have either a subject curriculum or a core curriculum.

Bilingual programs generally follow the basic curriculum of their local school system, which is then adapted to meet the special linguistic and cultural needs of the students - by teaching English as a second language and using the students' native language and culture to implement the rest of the curriculum. If the local curriculum is subject-based, the major content is in science, mathematics, and social studies (geography and history in high school), to which the bilingual education program would add the students' native language and culture, English as a second language, and the culture of the United States.

Regular Content Subjects

All subjects should be taught bilingually, with bicultural content. The particular teaching approach used would be selected as part of your program design. Basic intellectual skills may be elaborated and eventually applied to concepts from social studies, science, and mathematics.

If the community approves, bicultural content could be introduced in the major content subjects. This is most easily done in social studies, since considerable mate-

rial is available on different nationalities, immigrant cultures, and geographical areas.

Science and mathematics, being more abstract, do not provide as much opportunity for cultural content. If the local curriculum is well-sequenced and emphasizes the contributions of other cultures' mathematicians and scientists, this may be a good starting point for bicultural content in these subjects. It should be noted that for some computational skills (long division, for example), the manner in which the students are taught to derive the solution may be different from that which teachers in this country use. If the students' results are accurate, it is not desirable to have them change their methods in order to conform to the teacher's. Such changes may result in incompetence and lowered self-esteem.

Music, art, and physical education offer excellent opportunities to integrate the students of both cultures. In this way, both languages and cultures come alive in the play and social interaction of children. This interaction can carry over to the playground and homes, so that the idea that another person's differences are to be appreciated is finally internalized. Therefore, these subjects can play an extremely important role by fostering the proper spirit and atmosphere for bilingual and bicultural growth: mutual respect and appreciation.

If the local curriculum is not well-sequenced or detailed, or too monocultural and inflexible, an entirely new curriculum must be developed for the bilingual program. This is a large undertaking but resources for planning a curriculum and appropriate staff development are available (see Appendix).

Language Arts

The heart of a bilingual education program is the language arts curriculum, in both English and X. Since bilingual education should aim to develop fluency in two languages, it is important to maintain and improve the students' abilities in their first language (whether English or X) while teaching them a second language. Consequently, a

bilingual education program is likely to contain four language arts components:

- English language arts for English-speaking students.
- English language arts for X-speaking students.
- X language arts for X-speaking students.
- X language arts for English-speaking students.

You may combine these components in a variety of ways, depending upon the instructional mode selected and the way in which students have been grouped. Regardless of how the language arts are incorporated into the program, it is important that appropriate materials, activities, and methods be developed for each of these components.

Culture Courses

Another essential part of a bilingual education program is teaching the cultures of both the English and X-language groups. Several factors should be reviewed before any particular type of culture class is chosen. First, what cultural influence do the parents and community prefer? Second, are the teachers of the culture classes bicultural (that is, having experience in, and a perspective of, the cultures to be taught)? Third, how are the English-dominant students to be integrated with the X-dominant students? Fourth, are the content subjects monocultural or bicultural?

When these questions have been answered, the scope of the culture classes can be considered. Understanding of other cultures must ultimately be reflected in the students' interaction with, and reaction to, people of these cultures. Therefore, situations that encourage positive responses to people of other cultures should be provided both in and out of the classroom.

Core Curriculum

Besides language arts, content, and culture courses, a bilingual program needs programming for the students' psychological, social, and moral development. This is best attained through a core curriculum using a series of special minicourses. The general objectives for these courses are that the students develop a sense of security,

of productiveness in school, of responsibility for a program, of social effectiveness, and of self-confidence and an awareness of career opportunities.

Other activities also foster greater self-appreciation: student clubs, health discussion groups, guest speakers, outside-student tutoring, special programs, and plays. All of these activities can enable you to strengthen the student's attitudes toward his own and other cultures.

Staff Selection

The selection of personnel to staff the bilingual education program is a crucial step; the following descriptions indicate some possible characteristics and duties of various staff members. Each program will need to develop its own job descriptions, reflecting local needs and school district policies.

*The project director/principal** should be a person who is genuinely interested and experienced in bilingual education and committed to its philosophy. In addition, he should have considerable educational administrative experience. It is desirable that the director be bilingual and bicultural or at least understand the students' culture and language. The director's responsibilities could include: participation in the selection of the staff; supervision and evaluation of the staff; liaison between the bilingual program and the community; planning and implementation of inservice training; and budgetary supervision.

An assistant director may be necessary if your bilingual program is large. His qualifications should include being bilingual and bicultural, experienced in bilingual education, administration, and teaching, and dedicated to the philosophy of bilingual education. An assistant director would have the following functions: aiding the director in carrying out administrative duties, serving as resource person to the teaching staff,

**In Chicago, the principal is responsible for administering all programs in his school. In some school districts it may be desirable to select a person to be primarily responsible for running the program, though such a position would need to be related to the regular administration.*

arranging inservice, involving the parents and advisory council in school activities, and organizing field trips.

The teachers in a bilingual center should meet more criteria than are imposed in the certification process. Some criteria would be: commitment to the concept of bilingual education; thorough understanding of the content subjects or grade level to be taught as well as demonstrated competence in teaching these subjects in both languages; willingness to work with others in curriculum development, program planning, instructional improvement, inservice training, and community activities; appreciation of both cultures as evidenced by having lived in both cultures or by passing a test of cultural knowledge; understanding of language and language acquisition; bilinguality and biliteracy. In addition, teachers should be balanced as to sex, age, native culture, and language to provide the students with a cross section of views. Since understanding both cultures is a common goal of bilingual programs, negative attitudes of teachers toward one culture or the other should be grounds for not hiring that teacher.

Teacher aides play an important role in a bilingual program and should be carefully selected. They should be bilingual and bicultural, and literate in both languages. In addition, fundamental skills in arithmetic should be a requirement. Teacher aides should live in the community and be able to work well with children and adults. The functions of the teacher aides vary with the nature of the program. Among the tasks they may perform are tutoring children, under the direction of the teacher; assisting children in the operation of audiovisual equipment for individualized learning, cassette recorders, headphones, and other equipment; assisting the teacher and students in making classroom displays and decorations; correcting homework; proctoring tests; and assisting the teacher in supervising the children going to lunch, the washroom, and the playground.

The school-community representative may be a paraprofessional, a teacher, or a social worker, whose duties include daily visits to students' homes. These visits may be to arrange teacher-parent conferences,

to gain greater insight into the home environment and needs of the students, and to administer to these needs. The person selected should reside in the community, be bilingual and bicultural, and be familiar with local agencies and leaders.

A *secretary* may be needed in a bilingual program because of its size. The secretary should be bilingual-bicultural and may work in one or a number of centers on a shared basis determined by the number of bilingual programs in existence. She should be able to perform the basic clerical skills in both languages. This may include typing, answering the phone, greeting visitors, general filing, and organizing the office.

Supportive personnel are usually available through the local district or school. They should include bilingual-bicultural psychologists, guidance counselors, nurses, gym teachers, and consultants. In addition, people from diverse occupations may be brought into the classroom on a volunteer basis.

Parent volunteers can be important in the classroom, aiding students who are working individually or in small groups (under the teacher's direction) or creating instruction or recreational materials, alone, or with children. Parent volunteers are not only immediately useful, they often provide the relationship with the home which is so necessary for the complete education of the children.

Recruitment

Having set the qualifications and the job descriptions, your planning committee should determine what the district's policies of hiring and transferring are. This will avoid human relations problems that could hamper a beginning program.

Personnel should first be sought from the local school or area where the program will operate. If there are insufficient personnel at the local level, you may seek staff from the school district or state personnel offices. The local universities may be able to provide information on students who are about to graduate or recent

graduates, who are trained in bilingual education. Finally, the local community agencies, school newsletters, PTA, and local press may advertise positions. This is an especially good means of reaching teacher aide and school-community representative candidates.

After obtaining applications and recommendations of interested and qualified people, interviews should be arranged. The project director/principal, teachers representing content subjects or grades, and administrative office representatives should be present. Interviewers should look for commitment to the philosophy of bilingual education as well as capability and willingness to work in a bilingual program. This would be evidenced in part by awareness of the goals and methods of bilingual education. Teacher aides should be questioned on the particular subjects in which they may have served as tutors. If they have little knowledge of their tasks, at least they should evidence a strong inclination to learn the appropriate skills and techniques through preservice and inservice training.

Staff Training

An essential feature of a bilingual education program is comprehensive, carefully planned preservice and inservice training for all program staff: teachers, administrators, teacher aides and other paraprofessionals, and supportive personnel.

Preservice

Preservice training should be begun as soon as your program's staff has been hired or assigned, certainly well before the start of school. Some suggested activities for the preservice sessions are --

- Explaining the philosophy and current practices of bilingual education.

- Presenting the specific characteristics of the bilingual education program you are implementing: objectives, program design, student scheduling, and integration of the program with the regular school program.

Clarifying any guidelines from federal, state, or other funding agencies (in programs receiving special categorical aid).

Preservice can also deal with: classroom management and record keeping; curriculum planning; ordering equipment, supplies, and materials; developing teacher-made tests, and selecting standardized tests. If time permits, and a facility is available, a visit to an operating bilingual education program would be helpful to the staff.

Inservice

Inservice training sessions should be conducted frequently throughout the school year. A great variety of activities and topics can be developed for these sessions. Special bilingual materials can be developed. Instruction in improving teaching methods for bilingual classes can be given. Training in the use of bilingual audiovisual materials may be helpful. Consultants, parents, and community people can be invited to conduct sessions.

Inservice training can also include attending special conferences on bilingual education which are held around the country, providing provisions have been made for such activities in the budget.

Materials, Facilities, Budgets

Selecting Materials

The greatest variety of material in bilingual education is available for Spanish-English programs. Of the Spanish-English program materials available, one set is well-known, the SCDC materials developed by the Spanish Curricula Development Center of the Dade County Schools in Florida. The SCDC materials are core curriculum materials in Spanish, for the first three years of primary instruction. The materials are produced in a series of kits, each containing a strand or set of activities or lessons in a given area. The five strands are: Spanish Language Arts, Spanish as a Second

Language, Social Science, Science/Math, and Fine Arts. The materials were field-tested throughout the country, and it was found that regional distinctions should be added to achieve greater relevance.

To coordinate this effort the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE) was founded. The network consists of a coordination activity, and four regional curriculum adaptation centers. The regional centers adapt materials and methods developed at the Spanish Curricula Development Center to the particular cultural needs of bilingual programs serving Mexican Americans in the Southwest (two centers), Puerto Ricans in the Northeast, and the multi-cultural Spanish population in the Midwest. The addresses of these centers are given in the Appendix.

A monthly magazine, "Materiales en Marcha," provides information on materials for bilingual education in Spanish-English. It includes reviews, sample lessons, articles on ideas and issues in bilingual education, discussions of outstanding bilingual programs, lists of materials in the project collection to accompany reviews, suggested U.S. distributors of materials in Spanish and Portuguese, and parallel texts.

For many other languages, there is little available from the major publishers. Materials in those languages must be sought in local bookstores which carry multi-lingual materials, or from the countries themselves or their consulates in the United States. Any other materials needed must be developed by the program staff or obtained from other bilingual programs.

Acquiring Facilities

The physical facilities of a bilingual program - adequate space, lighting, and facilities - have a positive effect on the program. Consequently, program planners and administrators are urged to take the initiative in providing suitable facilities and space for a bilingual program within their schools. The kind of bilingual program chosen (full-day or half-day) and the staff organization will influence the physical facilities needed.

If you have decided on a full-day program, then facilities should be available either from regular classrooms or mobile units. If the enrollment is more than three classrooms of full-time students, an office should be provided or adapted from a classroom.

If you have chosen a half-day program, then either a bilingual teacher will work with the regular classrooms as part of a team, or the bilingual teacher will draw students from one or more classrooms. In the first case, no other classrooms are needed. In the second, at least one classroom will be needed for every two bilingual teachers.

Developing a Budget

The development of your bilingual education program will be affected by the amount and - sometimes - the source of funding for it. In many instances, funding for bilingual education can be obtained from federal or state government agencies, to supplement local educational programs.

Throughout the planning process, the planning committee and administrators will have to be aware of the available, or potential, resources, while striving to ensure that the program will adequately meet the identified needs and problems.

When writing a budget for a bilingual program, you should include the following items: administrator and staff salaries - professional and paraprofessional; instruction materials; audiovisual equipment and supplies; preservice and inservice training (consultants, substitutes or stipends, materials, travel expenses to conferences); testing materials and consultants; furniture and office equipment, if needed; field trips for students and parents; carfare for students, parents, and community; mobile classroom units, if needed; and provisions for child care to allow parents to attend bilingual program functions. Commercial curriculum materials are usually quite expensive, but are often worth the cost since many have an attractive, highly motivational format.

Chapter Four

OPERATING

At this point you are ready to begin implementing the program that has been developed. In addition to beginning instruction, five activities need to be implemented: testing students for placement in the program and diagnosis of individual needs; conducting inservice training for teachers in methods of instruction; involving the parents and community in operating the program, especially through the form of an advisory council; disseminating information about the program; and evaluating the students' achievements and the program's accomplishments.

Pretesting

At the start of the school year, all students who have been selected to participate in the bilingual education program will need to be tested: first, to determine to which group each student should be assigned and, second, to identify each student's specific deficiencies in all subjects for which he is scheduled.

The type of test used to determine placement of students will depend upon the grouping method previously chosen. If grouping is to be on the basis of language proficiency in both English and X, the placement test will need to measure each student's language arts skills. If students are to be regrouped for each subject - an approach that should be restricted to older students - they must be tested for each subject. If other variables, such as age, are included as criteria for grouping, these must also be taken into consideration in assigning students.

After the students have been assigned to the appropriate

groups, they should be tested again, this time to diagnose each one's particular instructional needs. If specific behavioral objectives with stated standards of performance have been developed, diagnostic testing can perhaps best be done by using a criterion-referenced instrument. This type of test is specifically correlated to the behavioral objectives. For instance, if an objective states that students will have learned at least 80 percent of the words on a selected vocabulary list, the criterion-referenced test must measure the extent of the student's mastery of these particular words. The same would be true for the other objectives.

Usually, the diagnostic test results will not affect the grouping of students. Instead, they should assist the teacher in planning individualized instructional activities to meet each student's needs.

Methods of Instruction

Since bilingual education programs will differ in several major respects - students selected, program goals and design, and curriculum - each program will need its own instructional methods. This will likely be one of the major concerns of the inservice sessions. The following considerations could provide starting points for inservice discussions on these topics.

Language arts (first language). Bilingual education capitalizes on the student's competence in his first language, using it as a means of communication and instruction while he learns a second language. The development of first language skills is necessary if the students are to become truly bilingual. It also serves as a foundation for learning a second language, since some skills are transferable.

In the case of X-dominant students, instruction in their first language can also contribute significantly to improving their self-esteem. X-dominant students may be quite surprised when they discover their first language being used in the classroom. Some will be pleased; others will be perplexed, since their first language had

been a home language, not used in school. If bilingual education is begun in the primary grades, pupils will more easily accept instruction in two languages.

Language arts (second language). Instruction in the second language, whether English or X, best begins with the listening and speaking skills. On first hearing the second language, the monolingual student will not attach any meanings to the sounds. Gradually, he will assign meanings to certain sounds - according to how they are used in the classroom - and will recognize certain patterns. The student will adopt the patterns and sounds, and begin using them as they have been used in class. The teacher provides the model, and must emphasize the development of active listening and speaking.

The beginning of a second language program must be related to the students' immediate environment. The teacher should reinforce the positive features of the students' sociocultural background as well as encourage the acceptance of beneficial sociocultural patterns.

Mathematics and Science. These subjects lend themselves to an extensive use of realia and equipment. Since the majority of the students in the bilingual program will be deficient in English, the teacher must decide whether to use the students' first language only or a combination of X and English. If X is used for instruction, greater use of lecture, discussion, and reading is possible. If English is used part of the time - as is recommended - a greater reliance should be placed on realia and equipment. This should not be a problem, since most science and mathematics skills and concepts can readily be expressed visually or through psychomotor activities.

Since the reading ability of the students in two languages will vary greatly, reading materials must be carefully selected and used. X language materials should be used on a resource or diagnostic-individualized basis. English language materials initially should be used orally, with the teacher modeling the sentences.

In either case, reading should be supplementary in these subjects.

Social studies and culture. Unlike regular social studies teachers, bilingual teachers of these subjects may not want to rely extensively on textbooks, since the pupils are likely to have large variations in language ability in English and X. Bilingual social studies and culture classes should emphasize oral reports, panel discussions, dramatizations, field trips, films, and phonograph records or tapes. Reading and writing skill development should follow growth in oral skills. The first step is to introduce the special vocabulary of the subject, first in X, then in English. Reading and discussion should be conducted primarily in one language, however, to avoid confusion.

Parent and Community Involvement

Parents and community members can contribute to a bilingual education program's daily operation. Parents and volunteers could observe classes or assemblies, go on field trips, and assist the teachers in tutoring individual children. Community participation enriches the classroom experience and builds greater cooperation among the school, the community, and the home. Community persons may also qualify to serve as teacher aides, school-community representatives, secretaries, clerks, teachers, or administrators.

Advisory Council

A more formal involvement of the community in the program would be possible through an advisory council. Parents of students in the program who have been part of the planning committee could become the nucleus. With the completion of the planning committee's work, formation of an organization of parents, teachers, and interested community members should begin. Its functions could include the following:

- Making recommendations concerning the program to the staff.

Helping promote the program in the community.

Consulting with the staff on program and curriculum development.

Representing the interests of parents, and business and community groups.

Assisting in mobilizing community resources in support of the program.

Establishing procedures to deal with suggestions from parents and others.

Once enough parents and community members are committed to joining the advisory council, the initial meeting can be held. This meeting, as well as succeeding ones, should be associated with some kind of social event. In many other cultures, such business is mixed with pleasure, especially in civic organizations. Consequently, a bilingual program should take advantage of this custom in order to attract the parents.

The advisory council should be composed of at least 50 percent parents, the rest being teachers, community members, and representatives of community organizations and businesses. In order for the advisory council to be an active, vital organization, its decisions in regard to the program must carry weight with the administration and staff.

Parent-Teacher Relations

In order to gain and maintain the support of the parents and community, it is essential that a program of dissemination of information about the bilingual education activities be undertaken early, and continued throughout the program. Dissemination is also valuable for informing school district and other educational officials of what is being accomplished. Further, dissemination increases the value of the program by making information on it available to other educators interested in developing bilingual education programs. If your program is funded by a government agency, continual dissemination

will probably be required.

Dissemination

Dissemination can take a variety of forms. Program administrators or staff can give speeches or presentations at meetings of parent groups, civic organizations, community groups, or educators, explaining the program's philosophy, goals, activities, and value. Articles can be written and sent to community or other newspapers, local radio and television stations, and professional journals. Brochures and other printed matter can be written and circulated. Open houses, visits, and other personal activities can be planned.

Whatever forms of dissemination are planned, the particular audiences at whom they are directed must be kept in mind. Parents and community members will greatly appreciate receiving material, or being addressed, in their native language. The interests and requirements of the media are quite specific. Professional journals require scholarly writing.

The subjects of dissemination are as various as the many aspects of the program. Specific activities can be spotlighted; the goals of the program can be emphasized; the achievements of the students can be described; even the shortcomings of the program should be reported. This last is particularly valuable to other educators, since it can help them to avoid similar difficulties.

Evaluation

To a certain extent, evaluation requires the services of a professional evaluator. The administrators of a bilingual education program would be wise to obtain such a professional during the planning phase. This person could design the evaluation, select or develop test instruments, assist in administering the tests, analyze the results, and write an evaluation report.

Nonetheless, there are a few considerations that can be pointed out. The first is the potential uses of evaluation. Besides indicating the achievements and progress of the students, evaluation can be used as a basis for modifying the program in order to improve it.

A second consideration is the type of evaluation to be used. Evaluation is either norm-referenced or criterion-referenced, according to how the students' progress is measured. Norm-referenced evaluation compares a student's progress to that of a national population sample. Criterion-referenced evaluation measures a student's attainment of an established objective, for instance, mastery of 80 percent of the words on a vocabulary list.

Both types of evaluation can be used in a bilingual education program, though it should be noted that the national norm group may be an inappropriate standard of comparison for bilingual education students, particularly in the early grade levels. The type of evaluation to be used for a given subject will depend upon the terms in which your program's objectives have been stated. If the objectives are in terms of grade equivalents, percentiles, or stanines, norm-referenced tests should be used; if in terms of mastery, criterion-referenced tests are necessary.

The selection or development of appropriate test instruments requires intensive planning. Instruments must be developed, selected, or adapted to adequately and accurately measure each area of predicted achievement. Student rating scales, parent and teacher attitude inventories, inservice questionnaires, and many other instruments may be needed. The assistance of a professional should be obtained.

In using standardized achievement tests, it must be remembered that these tests are based on norms for a group significantly different from the student group in a bilingual education program. It will be necessary to

re-analyze the test characteristics, develop norms for the target group (the students in the program), and interpret the data according to both the established and the local norms.

Teacher-made tests have a distinct advantage in that they can be designed for the specific situation. However, this quality renders them inappropriate for making comparisons between groups. Nevertheless, teachers should be encouraged to develop criterion-referenced tests, and local norms for them.

CONCLUSION

The foregoing chapters have outlined the major steps and considerations in developing a bilingual education program. In many respects, this process is similar to that for developing any new educational program. Consequently, the emphasis has been largely on those aspects which are particular to bilingual education.

One subject not discussed is the procedures for developing a bilingual education program with special funding from government agencies. The reason for this omission is that each funding agency specifies its own requirements, usually in detail. In any case, funding agency requirements are not likely to negate the steps in the process of development as described here.

Another step in bilingual education not discussed is the continual refinement of the program. Since bilingual education is relatively new in the U.S., it is an expanding field, with new lessons being learned. In operating a bilingual education program, you are sure to encounter problems, and successes, which should stimulate you to refine the program. Through this process, the goals of bilingual education can be achieved.

APPENDIX

This is a partial listing of various sources of assistance, information, and instruction materials for use in bilingual education. Although the majority of them are concerned with Spanish-English programs, other languages are sometimes included.

Sources of Information and Materials

Curriculum Assistance

Some sources of information on developing bilingual curricula are:

Bilingual Education Service Center
Mt. Prospect, Illinois

Department of Curriculum and Department of
Government Funded Programs
Board of Education, Chicago, Illinois

Dissemination Center for Bilingual-Bicultural Education,
Austin, Texas

El Paso Remedial Reading Laboratory Project

Materials Development Center
Edinburgh, Texas

San Diego Materials Acquisition Center

Southwest Cooperative Educational Laboratory, Inc.,
Albuquerque, New Mexico

SCDC Materials and CANBBE

Curriculum Adaptation Network for Bilingual/Bicultural Education

Ricardo Hernandez, Executive Director

214 Dwyer Avenue, Suite 312

San Antonio, Texas 78204

It is recommended that you also contact the regional office closest to you. The addresses are as follows:

Far West Regional Adaptation Center

Leonard Fierro, Director

2950 National Avenue

San Diego, California 92113

Midwest Regional Adaptation Center

Francisco Urbina, Coordinator

Allen-Field School

730 W. Lapham

Milwaukee, Wisconsin 53204

Northeast Regional Adaptation Center

Aurea Rodriguez, Coordinator

P.S. 25

811 East 149th Street

Bronx, New York 10455

Southwest Regional Adaptation Center

Abelardo Villareal, Coordinator

5358 West Commerce

San Antonio, Texas 78237

Materiales en Marcha Magazine

For information on subscription policies write to:

Materiales en Marcha

E.S.E.A. Title VII

San Diego City Schools

2950 National Avenue

San Diego, California 92113

Las Americas Publishing Co.
Spanish Book Center
40-22 23rd Street
Long Island City, New York 11401

Melton Book Company
111 Leslie Street
Dallas, Texas 75207

Neil A. Kjos Music Company
525 Busse Highway
Park Ridge, Illinois 60668

Region One Education Service Center
Mr. A.R. Ramirez
Edinburgh, Texas 78539

SLM/Spanish Language Multimedia
P.O. Box 111
Glen Rock, New Jersey 17452

Southwest Educational Development Laboratory
800 Brazos
Austin, Texas 78701

Spanish Book Corporation of America
Rockefeller Center Promenade
610 Fifth Avenue
New York, New York 10020

Wible Language Institute
Spanish Audiovisual Teaching Materials
24 South Eighth Street
Allentown, Pennsylvania 18105

Materials for English as a Second Language

Addison-Wesley Publishing Co.
2725 Sand Hill Road
Menlo Park, California 94025

American Book Company
450 West 33rd Street
New York, New York 10011

Instruction Materials

The following are a few of the leading sources for bilingual education materials.

Arhe, Inc.
505 Fifth Avenue Room 1402
New York, New York 10017

Children's Music Center, Inc.
5373 West Pico Blvd.
Los Angeles, California 90019

Colection Estudios Puertorriquenos
P.O. Box 3187
San Juan, Puerto Rico 00905

Continental Book Comapny, Inc.
11-03 46th Avenue
Long Island City, New York 11101

Cultural Puertorriquenos, Inc.
Ave. Fernandez Juncos 1406
Parade 20
Box 8863 Fernandez Juncos Station
Santurce, Puerto Rico 00910

Dissemination Center for Bilingual-Bicultural Education
6504 Tracor Lane
Austin, Texas 79721

Editorial Almanden
1031 Franquette Ave.
San Jose, California 95125

European Book Co.
925 Larkin Street
San Francisco, California 94109

Heffernan Supply Co.
21111 West Avenue
San Antonio, Texas 78201

Jesus Gonzalez Pita
1540 S.W. 14th Terrace
Miami, Florida 33145

Macmillan Publishing Co., Inc.
Front & Brown Streets
Riverside, New Jersey 08075

Rand McNally & Company
Box 7600
Chicago, Illinois 60680

Regents Publishing Co., Inc.
2 Park Avenue
New York, New York 10016

Scott Foresman and Co.
1900 East Lake Avenue
Glenview, Illinois 60025

Webster/McGraw-Hill
1221 Avenue of the Americas
New York, New York 10020

These companies are most generous in supplying catalogues to interested parties. Their representatives will come to schools, resource centers, and conferences to explain and display their materials.

Distributors of Greek language materials

D.C. Divry, Inc., Publishers
293 Seventh Avenue
New York, New York 10001

James Publications
5 Maryanne Lane
Stanford, Connecticut 06905

Monitor Recordings, Inc.
156 Fifth Avenue
New York, New York 10001

Theodore C. Papaloizos
514 Harding Drive
Silver Spring, Maryland 20901

Distributors of Italian language materials

Goldsmith's Music Shop, Inc.
Language Department
301 E. Shore Rd.
Great Neck, Long Island, New York 11023

Iaconi Book Imports
300 A. Pennsylvania Avenue
San Francisco, California 94107

Distributors of Greek and Italian language materials

Baker & Taylor
Audio Visual Services Division
P.O. Box 230
Gladiola Avenue
Mokena, Illinois 60954

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Andersson, Theodore. Bilingual Schooling in the United States. 2 vols. Austin: Southwest Educational Development Laboratory, 1969. This is an excellent resource book for anyone starting a bilingual program. Especially interesting for educators is the section on typology of bilingual education by W. Mackey because it clarifies which models are fundable under the Bilingual Education Act. Appendices of existing programs and resources in Volume II.

Bloom, B.S., Hastings, J.I., and Madaus, G.F. Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw Hill, 1971. A handbook for teachers and prospective teachers to help solve evaluation problems. It also assists teachers in relating evaluation and objectives of learning to decisions about curriculum, instruction materials, and instructional processes. Part I discusses formative testing, diagnostic testing, and summative testing, and includes a section on mastery learning. Part II translates these ideas into illustrations and techniques in each of twelve subject fields.

Bloom, B.S., Krathwohl, D.R., et. al., ed. Taxonomy of Educational Objectives: The Clarification of Educational Goals. - New York: David McKay, 1969. Intended for educators and research workers who deal with curriculum and evaluation problems. Provides a classification of the cognitive goals and affective goals in education, including specific objectives.

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Saville, M.R., and Troike, R.C. A Handbook of Bilingual Education. Center for Applied Linguistics, Washington, D.C.: Eric Clearinghouse for Linguistics, January 1970. Note their discussion of the language as a medium of instruction.

Ulibarri, Horacio. Bilingual Education: A Handbook for Educators. Albuquerque, New Mexico: New Mexico University Press, 1970. Includes good material on the methodology of teaching a second language and conducting community surveys.

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measurement, educational psychology, personnel ad-
ministration or test construction. The chapters discuss
principles and procedures of test construction empha-
sizing objective achievement tests. Essay testing and
the construction of aptitude tests are covered.